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Fall 2015

EDHS 4202

Brad Welch

University of New Orleans

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University of New Orleans
EDHS 4202: Community Health Promotion
Brad Welch, M.Ed., CHES
Fall 2015
Wednesday 6:00 – 8:45pm
ED 102

Telephone #:

E-Mail: awelch@uno.edu

Office: ED 348 (department) – Office hours by appointment.

Required Textbook:

McKenzie, James F. and Pinger, Robert R., (2015). An Introduction to Community Health Promotion. ISBN: 978-1-284-03659-6.

Course Description:

This course is an introduction to the field of Community Health Education and Promotion. Community Health Promotion is a fundamental course in understanding the relationships and coordinating networks among health service organizations, academic sites, government agencies and voluntary-based health agencies and their roles in promoting health in occupational settings, such as school, worksite, healthcare and the community. This will introduce students to methods of community diagnosis and needs assessment. Additionally, students will review basic theory and practice of health education and the national competencies for the Certified Health Education Specialists (CHES) and the ACSM Physical Activity in Public Health Specialists (PAPHS). Ideally, students will be familiar with health education theory and an understanding of the design, planning, implementation, monitoring, and evaluation of health education programs.

Course Objectives:

- < Identify and discuss the roles of organizations that contribute to community health
- < Describe how communities measure disease, injury and death
- < Identify methods for the control of communicable and non-communicable diseases
- < Describe methods to organize communities to solve health problems
- < Describe the role of the school health program in the context of overall community health
- < Explain the importance of maternal, infant and child health in the context of societal health
- < Explain the importance of understanding the differences in health concerns of various age groups
- < Describe the impact race, ethnicity and socioeconomic status may have on community health.
- < Describe the issues community health professionals face when addressing mental health issues
- < Explain community health strategies for addressing alcohol, tobacco and drugs
- < Discuss the major concerns with the health care system in the United States and the impacts our health care system has on community health
- < Explain how environmental factors influence or impact community health
- < Discuss the impact injuries have on community health
- < Describe the role workplace safety plays in the scheme of community health

Evaluation of Student Performance:

| | |
|----------------------|------------|
| Mid-Term Exam | 100 points |
| Final Exam | 100 points |
| Assignments | 150 points |
| Paper / Presentation | 100 Points |
| Participation | 50 Points |

Examinations:

Two written examinations will be administered. The exams will be based on information from your textbook, presentations and lectures and will consist of multiple choice, true/false and short answer questions.

Assignments:

Students will complete an assignment for each chapter. Each assignment is worth 10 points and students will be allowed to miss one assignment without penalty.

Assignments will NOT be accepted late. NO EXCEPTIONS. Any assignment that has multiple pages must be STAPLED prior to coming to class. Paper clips or turning over the corners of your homework are not acceptable. Assignments that are not stapled will not be accepted or graded.

Participation/Student Conduct:

All students begin with 50 points and this aspect of the grade is determined by attendance and discussion board activities.

With respect to attendance, students are allowed one (1) absence. Students will lose 5 points for each additional absence. Class will begin on time – students will lose 2 points each time they are tardy. Students are considered tardy if they arrive after completion of roll call.

Students are required to turn OFF all cell phones, pagers, or any other electronic communication devices. Students will lose 5 points from their participation grade if a device causes a disruption during class – NO EXCEPTIONS.

Paper/ Presentation:

Each student must complete the following requirements:

1. **Requirement 1:** Choose a topic of interest to you within the area of community health promotion and submit your topic for approval. This topic will be the focus of your selection of scholarly articles, your review, and your 8-10 minute presentation as described below. Use the UNO Library's resources for topic ideas.
2. **Requirement 2:** Choose three (3) scholarly articles from peer reviewed journals that are relevant to the topic of your choice. Please submit an APA formatted list of the 3 articles and an electronic copy for each of your articles to the instructor. The correct APA format is very important. Resources for correct APA are listed below. Articles must be on the same topic and must be recent (2000-2015).

<http://www.apastyle.org/learn/index.aspx>

<https://owl.english.purdue.edu/owl/resource/560/01/>

3. **Requirement 3:** Write a review of the literature summarizing the three articles submitted in the previous requirement (requirement 2). Your review will include a short introduction, a review of the three scholarly articles, as well as a short conclusion. Minimum length is seven (7) complete pages and maximum length is 10 pages. Written work is to follow APA style and be presented in accordance with professional standards associated with quality academic work. Your paper and presentation should be concise, coherent, double spaced, typed with numbered pages. More information will be discussed in class. **The Writing Center, under the Learning Resource Center, is available to assist you.**
4. **Requirement 4:** Each student will give a short presentation (8-10 minutes) on their topic/review which was the subject of the first three requirements. Presentations should be given in a conversational style. This means students should not be reading directly from note cards or the paper. Students will be required to provide an outline of the presentation on the day of the presentation. Details for the presentation will be discussed in class.

| DATE | ASSIGNMENT | POINTS |
|--|------------------------------|-------------------|
| 2 September | Requirement 1 (Topic) | 10 points |
| 30 September | Requirement 2 (Articles) | 10 points |
| 4 November | Requirement 3 (Paper) | 50 points |
| 4, 18 November 2 December | Requirement 4 (Presentation) | <u>30 points</u> |
| TOTAL PAPER/PRESENTATION POINTS | | 100 points |

Accommodations:

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

Attendance Statement:

Students/candidates are expected to attend all classes regularly and punctually. A student/candidate who is not present in class is marked absent.

Academic Integrity Statement:

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information at http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm.

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in health-related settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence in Human Performance and Health Promotion as viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective health professionals constantly reassessing the theories, beliefs, and assumptions they embrace.



EDHS 4202-495 Schedule

| DATE | NOTATIONS | READINGS/ASSIGNMENTS |
|-------|------------------------------------|--------------------------|
| 8/19 | Moodle | Introduction / Chapter 1 |
| 8/26 | CLASSROOM | Chapter 2 |
| 9/2 | Moodle | Chapter 3 |
| 9/9 | CLASSROOM | Chapter 4 |
| 9/16 | Moodle | Chapter 5 |
| 9/23 | CLASSROOM | Chapter 6, 7 |
| 9/30 | Moodle | Chapter 8 |
| 10/7 | CLASSROOM | MID-TERM EXAM |
| 10/14 | Moodle | Chapter 9 |
| 10/21 | CLASSROOM | Chapter 10 |
| 10/28 | Moodle | Chapter 11 |
| 11/4 | CLASSROOM Presentations | Chapter 12 |
| 11/11 | Moodle | Chapter 13 |
| 11/18 | CLASSROOM Presentations | Chapter 14 |
| 11/25 | Moodle | Chapter 15 |
| 12/2 | CLASSROOM Presentations | Chapter 16 |
| 12/9 | CLASSROOM | FINAL EXAM |



Important Dates*

| | |
|---|------------------|
| Last day to adjust schedule w/out fee..... | 08/18/2015 |
| Semester Classes Begin | 08/19/2015 |
| Last day to adjust schedule w/fee, or withdraw with 100% refund..... | 08/25/2015 |
| Last day to apply for December commencement..... | 09/25/2015 |
| Final day to drop a course or resign | 10/14/2015 |
| Mid-semester examinations..... | 10/05-10/09/2015 |
| Final examinations | 12/07-12/11/2015 |
| Commencement..... | 12/18/2015 |

*Note: check Registrar's website for Saturday and A/B sessions, and for items not listed here: <http://www.registrar.uno.edu>

Fall Semester Holidays

| | |
|--------------------------|------------------|
| Labor Day | 09/07/2015 |
| Mid-semester break | 10/15-10/16/2015 |
| Thanksgiving..... | 11/26-11/27/2015 |

Withdrawal Policy – Undergraduate only

Students are responsible for initiating action to resign from the University (withdraw from all courses) or from a course on or before dates indicated in the current Important dates calendar. Students who fail to resign by the published final date for such action will be retained on the class rolls even though they may be absent for the remainder of the semester and be graded as if they were in attendance. Failure to attend classes does not constitute a resignation. Check the dates on the Registrar's website, <http://www.registrar.uno.edu>. Please consult The Bulletin for charges associated with dropping and adding courses.

Incomplete Policy – Undergraduate only

The grade of I means *incomplete* and is given for work of passing quality but which, because of circumstances beyond the student's control, is not complete. The issuance of the grade of I is at the discretion of the faculty member teaching the course. For all graduate and undergraduate students, a grade of I becomes a grade of F if it is not converted before the deadline for adding courses for credit (as printed in the Important Dates Calendar) of the next regular semester including summer semester.

Repeat Policy

When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating circumstances.

Graduate Policies

Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student Handbook:

<http://www.uno.edu/grad/documents/GraduateStudentHandbook2014.pdf>

Academic Dishonesty Policy

<http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf>

Safety Awareness Facts and Education

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

<http://www.uno.edu/student-affairs-enrollment-management/>

UNO Counseling Services and UNO Cares

UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at <http://www.uno.edu/counseling-services/>. First-year students often have unique concerns, and UNO Cares is designed to address those students' needs. Contact UNO Cares through <http://www.uno.edu/fye/uno-cares.aspx>.

Emergency Procedures

Sign up for emergency notifications via text and/or email at E2Campus Notification: <http://www.uno.edu/ehso/emergency-communications/index.aspx>. All emergency and safety procedures are explained at the Emergency Health and Safety Office: <http://www.uno.edu/ehso/>.

Diversity at UNO

As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university's efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of programming and activities. <http://diversity.uno.edu/index.cfm>

Learning and Support Services

Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in LA 334, or learn more at <http://www.uno.edu/lrc/>.

Affirmative Action and Equal Opportunity

UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO's compliance with federal and state regulations regarding EEOC in its Policies and Resources website: <http://www.uno.edu/human-resource-management/policies.aspx>